



## BAIRNSDALE CHRISTIAN COMMUNITY SCHOOL

# Position Description

<b>Title</b>	Early Childhood Teacher (ECT)
<b>Appointed by</b>	Principal
<b>Responsible to</b>	ELC Director and Principal
<b>Direct reports</b>	Early Childhood Educators
<b>Tenure</b>	Ongoing full-time (part-time negotiable)

### Role in Management Structure

- The Principal has responsibility, by delegation of the Board, for all the operations of Bairnsdale Christian Community School Inc (BCCS), including the effectiveness of the educational practice and programs;
- The Early Childhood Teacher assists the ELC Director in his/her role, particularly in relation to the planning and delivery of BCCS's early learning program.

### Main Qualities and Objectives

#### The Early Childhood Teacher is required to be:

- A degree qualified, registered and experienced early childhood teacher who leads by example;
- Responsible for planning and the effective delivery of the early learning programs;
- Well-informed of current early learning educational practices and philosophies, both within the Christian school movement and alternative education systems;
- Able to demonstrate a sound knowledge of teaching from a Christian worldview perspective (encompassing biblical foundations that are consistent with our Confession of Faith), and be able to ensure that such teaching is effectively implemented;
- Able to provide a Godly example to staff and students through his/her manner and general lifestyle.

### Specific Areas of Responsibility

The following are the key areas of responsibility for the Early Childhood Teacher and will form the basis of ongoing review.



## General

- Contributing to a God-honouring spiritual and emotional atmosphere, and effective lines of communication amongst the staff, students and parents within the early learning centre;
- Upholding the Mission and Vision of the School;
- Ensure the effective delivery of Christ-centred curriculum and associated programs at the early learning centre;
- A willingness to be the 'Educational Leader', and lead the development and implementation of the educational programs in the ELC;
- Demonstrated understanding and knowledge of the Victorian Early Years Learning and Development Framework and early childhood development;
- Maintain compliance with external regulatory standards in regard to early learning programs;
- In conjunction with the ELC Director, contribute to School newsletters, ensuring adequate communication occurs between the ELC and the student's families.

## Management

- Ensuring duty of care responsibilities are upheld and other safety and risk management policies are adhered to;
- Meeting periodically with staff, parents and the ELC Director to review and assess program effectiveness;
- Fostering an environment that allows for individual initiative and open channels of communication within the ELC;
- Upholding the dignity and authority of the position of Early Childhood Teacher before staff, students, parents and the community.

## Teaching

- Develop curriculum and lesson plans in conjunction with lead early childhood educators;
- Undertake effective pre-entry assessment/observations for new ELC students;
- Maintaining, monitoring and recording individual student progress, reporting to parents, including compiling transition reports;
- Attend staff and parent meetings;
- The Early Childhood Teacher will be involved in coordinating all ELC programs;
- Adhere to the 'Standards of Professional Practice' as required by the Victorian Institute of Teaching (VIT);
- Use a range of teaching strategies and styles appropriate to the early learning students;
- Establish clear, challenging and achievable expectations for the ELC students;
- Structure learning tasks to provide for individual learning needs and the diversity of students' backgrounds;



- Use effective classroom management strategies that encourage students to take responsibility for their wellbeing and learning;
- Develop relationships with students that encourage positive attitudes to learning;

## Community

*Develop community in line with the School's vision by:*

- Fostering healthy school/parent and school/community relationships;
- Understanding and promoting the concept of parent partnership in education;
- Developing a positive image of the School within both BCCS and the wider community;
- Supporting, by their presence and participation, various ELC and school family functions arranged within the School.

## Standards of Performance

Performance will be measured using the Specific Areas of Responsibility, and determined against evidence of the following standards:

- Achievement of stated goals, aims and objectives;
- Christian character and tone within the ELC;
- ELC family relationships;
- School/community relationships;
- Quality of the educational program;
- Level of awareness of, and adherence to, School/ELC policies, procedures and rules;
- Effective personal professional development;

## Student Safety

All staff are required to be familiar with the contents of our Child Protection, Child Safe Environment, Health and Safety, and Mandatory Reporting Policies, and with their legal obligations with respect to the reporting of child abuse.

It is every individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with the Principal. Additionally, staff are responsible to deliver curriculum in a manner which caters for students with varied cultural and language needs, as well as disabilities, and to talk positively and encouragingly about our differences.

## Qualifications, experience and attributes:

- A degree qualified, registered early childhood teacher who leads by example;
- Current Victorian Institute of Teaching (VIT) Registration (or equivalent and able to obtain



VIT registration);

- Current First Aid, Anaphylaxis and Asthma Training qualifications;
- Demonstrated understanding of quality frameworks and continuous quality improvement processes;
- Experience in the effective delivery of early learning programs in an early learning setting;
- Ability to identify and minimise risks to child safety;
- Well-informed of current early learning educational practices and philosophies, both within the Christian school movement and alternative education systems;

## Teaching Allotment

Approximately 1.0 full time equivalent teaching load, as determined from time-to-time.

## Conditions of Service

- Salary – negotiable taking into account experience and qualifications.